

Conference track: Contexts and methods: Theoretical and conceptual frameworks, research designs, and methodological issues

Format: Symposium

Summary

This symposium centers around the Psycho-Ecological Systems Model (PESM) as a guide for engaged scholarship and service-learning research. Specific objectives are:

- (a) to describe the PESH (Reeb & Folger, 2010, 2012; Reeb et al., 2011a, 2011b);
- (b) to present findings of PESH-driven research, including a project to facilitate adaptation of refugees in an urban community, a homelessness project, and a project to enhance well-being of humanitarian workers in Haiti; and
- (c) to stimulate audience discussion regarding PESH implications for various centers that utilize service-learning.

Presenters include Dr. Roger Reeb, a prolific service-learning researcher/scholar who published PESH (Reeb & Folger, 2012). PESH integrates three theoretical developments: reciprocal determinism (Bandura, 1978), the biopsychosocial model (Kiesler, 2000), and the ecological systems model (Bronfenbrenner, 1979). In conceptualizing outcomes for community members and groups, PESH emphasizes the interactions among internal personal factors (vulnerability and resiliency) and external factors (risks and protective resources) in different ecological systems at different developmental periods (each characterized by unique critical periods and challenges). PESH views community members as nested within, and influenced by, hierarchically-arranged (and interdependent) systems.

Drs. T. Majka and L. Majka present on the cooperation and coordination among local organizations to promote collaborative research that engages community partners as well as university representatives. This project stimulated community organizations to pursue institutional adjustments that facilitate the adaptation to American life of refugees in a Midwest urban area. While most interventions are at the mesosystem level, outcomes from this effort are evident at multiple PESH systems.

Dr. Coder will summarize findings of research conducted to develop a community intervention to enhance well-being in humanitarian aid workers in Haiti. Dr. Coder's research in Haiti has identified potential intervention targets at different PESH systems.

Finally, with PESH as a guide, a "needs assessment" and a "resource assessment" were conducted to inform a multidisciplinary service-learning project for homelessness in a Midwest urban area. This work yielded a multidisciplinary service-learning course (Engaged Scholarship for Homelessness) with both community and student outcomes, and results will be discussed by graduate student co-presenters, under the supervision of Drs. Reeb and Cassiman.

References

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- Kiesler, D. J. (2000). *Beyond the disease model of mental disorders*. Westport, CT: Praeger.

Prilleltensky, I. (2008). The role of power in wellness, oppression, and liberation: The promise of psychopolitical validity. *Journal of Community Psychology*, 36(2), 116–136.

Reeb, R. N., & Folger, S. F. (2012). Community outcomes of service learning: Research and practice from a systems theory perspective. In P. H. Clayton, R. G. Bringle, & J. A. Hatcher (Eds). *Research on service learning: Conceptual frameworks and assessment*. Sterling, VA: Stylus.

Reeb, R. N., & Folger, S. F. (2010, October). *Psycho-ecological systems model for engaged scholarship*. Paper presented at the Tenth Annual International Research Conference on Service Learning and Community Engagement. Indianapolis, Indiana.

Reeb, R. N., Folger, S. F., Steel, A. L., Mason, S. E., Stayton, L. E., & Ufholz, K. E. (2011a, September). *Psycho-ecological systems model: Evidence of validity*. Paper presented at the annual convention of the American Psychological Association.

Reeb, R. N., Gahimer, J. L., Folger, S. F., Steel, A. L., Mason, S. E., Stayton, L. E., & Ufholz, K. E. (2011b, September). *Psycho-ecological systems model: Research applications*. Paper presented at 4th International Symposium on Service Learning; Ningbo Institute of Technology, Ningbo Ningbo, Zhejiang, China.

Van de Ven, A. H. (2007). *Engaged scholarship: A guide for organizational and social research*. Oxford, UK: Oxford University.